

GREENWOOD 51 SCHOOL DISTRICT

25 East Main Street
Ware Shoals, South Carolina 29692

GRADES PK-12

ENROLLMENT 1,220 Students

SUPERINTENDENT Fay S. Sprouse 864-456-7496

BOARD CHAIR Ed Farr 864-456-7496

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	14	6	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

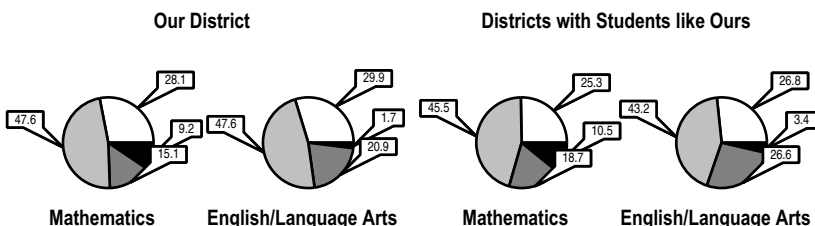
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING





Percent of students tested in 2003-04 whose 2002-03 test scores were located.

83.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.3	N/A	N/A	75.6	N/A	N/A
Passed 1 subtest	14.8	N/A	N/A	13.0	N/A	N/A
Passed no subtests	13.9	N/A	N/A	11.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	3.6	12.6
Seniors who met the SAT/ACT requirement	3.6	12.9
Seniors who met the grade point average	50.0	48.4

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	555	99.5	29.9	47.6	20.9	1.7	22.6
Gender							
Male	286	99.3	37.5	46.0	15.8	0.7	16.5
Female	269	99.6	21.9	49.2	26.2	2.7	28.8
Racial/Ethnic Group							
White	424	99.8	26.2	47.8	24.0	2.0	26.0
African-American	130	98.5	40.9	47.2	11.0	0.8	11.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	99.8	21.6	51.0	25.2	2.2	27.4
Disabled	124	98.4	59.5	35.3	5.2	0.0	5.2
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	555	99.5	29.9	47.6	20.9	1.7	22.6
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	555	99.5	29.9	47.6	20.9	1.7	22.6
Socio-Economic Status							
Subsidized meals	295	99.3	37.7	47.7	13.5	1.1	14.6
Full-pay meals	259	99.6	21.1	47.4	29.1	2.4	31.5
Mathematics							
All Students	554	99.6	28.1	47.6	15.1	9.2	24.3
Gender							
Male	285	99.3	30.3	46.5	17.0	6.3	23.2
Female	269	100.0	25.8	48.8	13.1	12.3	25.4
Racial/Ethnic Group							
White	423	99.8	24.1	48.1	16.1	11.7	27.8
African-American	130	99.2	40.9	45.7	11.8	1.6	13.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	431	99.8	19.2	50.5	18.8	11.5	30.3
Disabled	123	99.2	60.0	37.4	1.7	0.9	2.6
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	554	99.6	28.1	47.6	15.1	9.2	24.3
English Proficiency							
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	554	99.6	28.1	47.6	15.1	9.2	24.3
Socio-Economic Status							
Subsidized meals	294	99.3	33.9	48.9	12.9	4.3	17.1
Full-pay meals	259	100.0	21.5	46.2	17.5	14.7	32.3

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	96	97.9	23.8	39.3	33.3	3.6	36.9
	Grade 4	102	100.0	35.4	43.8	17.7	3.1	20.8
	Grade 5	103	100.0	27.6	44.9	27.6	N/A	27.6
	Grade 6	85	100.0	37.0	35.8	23.5	3.7	27.2
	Grade 7	98	99.0	52.2	38.9	7.8	1.1	8.9
	Grade 8	84	100.0	29.6	58.0	12.3	N/A	12.3
2004	Grade 3	82	100.0	18.3	41.5	36.6	3.7	40.2
	Grade 4	89	100.0	25.8	50.6	22.5	1.1	23.6
	Grade 5	98	99.0	26.0	56.3	16.7	1.0	17.7
	Grade 6	103	100.0	24.5	45.1	28.4	2.0	30.4
	Grade 7	93	98.9	41.3	47.8	10.9	N/A	10.9
	Grade 8	90	98.9	44.9	42.7	10.1	2.2	12.4

Mathematics								
2003	Grade 3	96	100.0	27.1	50.6	11.8	10.6	22.4
	Grade 4	102	100.0	25.0	53.1	14.6	7.3	21.9
	Grade 5	103	100.0	15.3	58.2	21.4	5.1	26.5
	Grade 6	85	100.0	27.2	42.0	18.5	12.3	30.9
	Grade 7	98	100.0	42.9	45.1	8.8	3.3	12.1
	Grade 8	84	100.0	29.6	61.7	7.4	1.2	8.6
2004	Grade 3	82	100.0	26.8	48.8	14.6	9.8	24.4
	Grade 4	89	100.0	29.2	48.3	14.6	7.9	22.5
	Grade 5	98	100.0	21.9	51.0	18.8	8.3	27.1
	Grade 6	103	100.0	11.9	44.6	25.7	17.8	43.6
	Grade 7	93	98.9	46.7	34.8	12.0	6.5	18.5
	Grade 8	90	98.9	36.0	52.8	6.7	4.5	11.2

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	111	97.3	17.9	36.8	24.5	20.8	45.3
Gender							
Male	54	94.4	24.0	30.0	28.0	18.0	46.0
Female	57	100.0	12.5	42.9	21.4	23.2	44.6
Racial/Ethnic Group							
White	84	96.4	13.9	35.4	25.3	25.3	50.6
African-American	27	100.0	29.6	40.7	22.2	7.4	29.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	96.8	7.9	38.2	29.2	24.7	53.9
Disabled	17	100.0	70.6	29.4	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	97.3	17.9	36.8	29.2	20.8	45.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	111	97.3	17.9	36.8	24.5	20.8	45.3
Socio-Economic Status							
Subsidized meals	36	100.0	36.1	47.2	11.1	5.6	16.7
Full-pay meals	75	96.0	8.6	31.4	31.4	28.6	60.0

Mathematics							
All Students	111	97.3	25.5	32.1	29.2	13.2	42.5
Gender							
Male	54	94.4	26.0	32.0	32.0	10.0	42.0
Female	57	100.0	25.0	32.1	26.8	16.1	42.9
Racial/Ethnic Group							
White	84	96.4	20.3	27.8	35.4	16.5	51.9
African-American	27	100.0	40.7	44.4	11.1	3.7	14.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	96.8	15.7	33.7	34.8	15.7	50.6
Disabled	17	100.0	76.5	23.5	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	97.3	25.5	32.1	29.2	13.2	42.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	111	97.3	25.5	32.1	29.2	13.2	42.5
Socio-Economic Status							
Subsidized meals	36	100.0	44.4	33.3	16.7	5.6	22.2
Full-pay meals	75	96.0	15.7	31.4	35.7	17.1	52.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	67	94.0%	56	3.6%	88	59.1%	N/A
Gender							
Male	35	88.6%	25	8.0%	48	47.9%	
Female	32	100.0%	31	0.0%	40	72.5%	
Racial/Ethnic Group							
White	55	92.7%	45	4.4%	69	58.0%	
African American	12	100.0%	11	0.0%	19	63.2%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	61	93.4%	51	3.9%	72	70.8%	
Disabilities other than speech	6	100.0%	5	0.0%	16	6.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	67	94.0%	56	3.6%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	67	94.0%	56	3.6%	88	59.1%	
Socio-Economic Status							
Subsidized meals	20	90.0%	14	0.0%	31	38.7%	
Full-pay meals	46	95.7%	42	4.8%	57	70.2%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	94.0%	94.4%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	88	583
Number of Diplomas	52	442
Rate	59.1%	75.7%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	481	474	425	473	906	947
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.2	17.8	17.0	17.0	17.6	17.3	17.5	18.4	17.2	17.7
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,220)				
First graders who attended full-day kindergarten	100.0%	N/C	96.2%	97.2%
Retention rate	7.4%	Up from 5.3%	5.5%	5.3%
Attendance rate	97.9%	Up from 92.1%	96.0%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.1%	5.1%
Eligible for gifted and talented	12.0%	Up from 11.2%	14.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.8%	Down from 14.5%	11.9%	10.9%
Older than usual for grade	5.2%	Down from 6.7%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.4%	Up from 2.5%	1.0%	1.1%
Enrolled in AP/IB programs	3.9%	Down from 12.5%	8.7%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	10	Down from 125	182	157
Completions in adult education GED or diploma programs	0	Down from 4	50	39
Annual dropout rate	7.0%	Up from 6.0%	3.9%	2.9%
Teachers (n= 84)				
Teachers with advanced degrees	46.4%	Up from 40.0%	50.0%	50.0%
Continuing contract teachers	81.0%	Up from 78.8%	85.5%	84.6%
Highly qualified teachers**	94.7%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	7.9%		3.9%	4.4%
Teachers returning from previous year	84.6%	Down from 85.4%	90.8%	89.9%
Teacher attendance rate	94.0%	Up from 93.8%	94.9%	94.7%
Average teacher salary	\$36,192	Up 1.3%	\$40,449	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.2%	0.3%
Prof. development days/teacher	8.3 days	Down from 11.0 days	12.6 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.8 to 1	21.3 to 1	21.0 to 1
Prime instructional time	90.7%	Up from 84.7%	89.7%	89.5%
Dollars spent per pupil*	\$7,481	Down 3.5%	\$7,135	\$7,217
Percent of expenditures for teacher salaries*	51.6%	Up from 50.9%	56.7%	55.6%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	99.0%	Up from 97.3%	97.4%	97.3%
Number of schools	3	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	2.0%	Up from 1.1%	2.5%	4.3%
Average age in years of school facilities	49	Down from 52	26	26
Number of schools with SACS accreditation	1	No change	11	8
Average administrator salary	\$66,357		\$66,740	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The mission of Ware Shoals School District is to be the educational leader for the total community, preparing all students to be productive, contributing, and successful members of society.

The state budget crisis again caused our district to stretch resources, while state and national mandates for accountability required all districts to do more with less. This was the first year that the new state exit exam, the High School Assessment Program, was administered to all students in their second year of high school. Also, End of Course Exams for Algebra I and Math Tech II were incorporated into final grades for high school students. Palmetto Achievement Challenge Tests continue to be the accountability measure of English/Language Arts, Math, Science, and Social Studies for students in grades three through eight. The state tests give us limited information about the abilities of our students, so this year our district implemented Measures of Academic Performance (MAP) tests for students in grades 2 - 10. These computerized assessments, administered in the fall and the spring, provide teachers and parents with diagnostic information on each student. This allows teachers to chart progress for each student and adapt instruction to meet the needs of all students.

Each of our schools focused attention on customer service this year. Public relations plans were developed and implemented and focused on six basic needs of customers: friendliness, understanding and empathy, fairness, control, options and alternatives, and information. Ware Shoals High School and Ware Shoals Elementary received the state's prestigious honor, the "Red Carpet Schools Award," for their efforts in providing quality customer service.

Other improvements were made in:

Facilities: A state energy grant allowed us to upgrade the lighting at Ware Shoals Elementary, and a generous gift from the PTA allowed us to install a new air conditioning and heating system for the gymnasium. A federal grant allowed us to install HVAC units in each of the Ware Shoals High classrooms, replacing the antiquated boiler system and window air conditioning units. The gymnasium at Ware Shoals Primary was carpeted, adding a measure of safety and noise control for physical education classes.

Communication: A new phone system was installed that links schools in the city limits through our fiber connection. Phone lines were freed up to receive incoming calls, and we can now receive messages after hours. Next year the primary school will be added to the system.

Curriculum and Instruction: Teachers now have the benefits of comprehensive curriculum guides for all core subjects in grades K-8. Many supplemental resources have been purchased using lottery funds and Retraining Grant funds.

Board Policy: The entire policy manual was reviewed and revised by the Board of Trustees to reflect current laws and regulations.

We are grateful for parental, community, and alumni support and will continue to strive for excellence in all areas as we seek to meet the needs of all learners.

Fay Sprouse